

2006-2007 ADULT EDUCATION PROPOSED PERFORMANCE MEASURES

*Weighted Average

Measure	2004-2005 Performance	2004-2005 National Performance (Average)	2005-2006 State Target	2006-2007 State Target
Beginning ABE Literacy (0-1.9)	38%	42%	32%	40%
Beginning ABE (2-3.9)	46%	40%	46%	47%
Low Intermediate ABE (4-5.9)	50%	40%	47%	51%
High Intermediate ABE (6-8.9)	49%	37%	46%	50%
Low ASE (ASC & GED) (9-10.9)	43%	44%	43%	45%
Beginning ESL Literacy (0-9)	45%	37%	38%	46%
Beginning ESL (1-1.9)	44%	36%	41%	
Low Beginning ESL				45%
High Beginning ESL				45%
Low Intermediate ESL (2-3.9)	49%	43%	44%	50%
High Intermediate ESL (4-5.9)	51%	40%	44%	52%
Advanced ESL (6-8.9)	43%	26%	41%	44%
Entered Employment *	77%	37%	82%	80%
Retained Employment *	99%	64%	82%	84%
GED or HS Diploma *	80%	51%	80%	82%
Entered Postsecondary Ed. *	95%	34%	80%	82%

Educational gain in adult education is measured by a set of educational functioning levels in which students are initially placed based on their ability to perform literacy-related tasks in specific content areas. The ABE/ASE and ESL levels describe the skills in basic reading and writing, numeracy, and functional workplace skills that a person functioning at that level could be expected to perform. One of the ESL levels has been divided into two new levels.

Standardized assessment is used to determine initial placement and educational gain. States must also collect and set performance standards for four measures (entering and retaining employment, high school completion, and further education). Results are collected by follow-up survey. Actual Indiana results for 2004-2005 are entered employment (61%); retained employment (75%); GED or high school diploma (63%); and entered postsecondary education (74%).

***Use actual percentages in local performance targets; use the above percents in the above paragraph to determine entered employment, retained employment, GED or HS Diploma, and Entered Postsecondary Ed targets for the local program.**